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ing the curriculum accordingly. Here, more than elsewhere, are found the means by which the blind and routine experience of the race may be transformed into illuminated and emancipated experiment" (p. 169). The chapters dealing with the function of language and of recitation offer many valuable suggestions of a positive and of a negative kind; the whole being animated by the conviction that the goal of intellectual education is a habit or attitude of mind which may fitly be called scientific and with which the native and unspoiled attitude of childhood has a real kinship.

A review of the book can do little more than indicate topics and conclusions. It naturally and inevitably fails to do justice to a work of this kind. Professor Dewey's qualifications for the task he has set himself are too well known to require comment; it is sufficient to say that in this book he is even more successful than usual. Teachers of all kinds will find the book a source of stimulus and enlightenment, and they will doubtless give to it the cordial welcome which it so eminently deserves.

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The Education of Women. By MARION TALBOT. Chicago: The University of Chicago Press, 1910. Pp. ix+255. \$1.37 postpaid.

Vocations for the Trained Woman. Edited by AGNES F. PERKINS. Boston: The Women's Educational and Industrial Union, 1910. Paper, \$0.60; cloth, \$1.20.

Dean Talbot's little book is a real contribution to the rapidly growing literature on higher education. While dealing avowedly with the education of women, it asserts as a cardinal principle for all discussion that education is fundamentally a social problem which must be studied and dealt with in its relations to economic and social conditions and development. This position has been taken in much of the recent discussion, but we know of no other place in which it has been set forth so clearly and cogently.

Miss Talbot divides her book into three parts. Part I describes the changes in women's activities—industrial, educational, civic, philanthropic, domestic, and social—during the last hundred years. Part II compares the educational machinery of about fifty years ago with that of today, citing as examples the past and the present curricula of the Boston and the Chicago public schools, of Vassar College, and of the University of Wisconsin, in order to show how far education has adapted itself to these changes. Part III deals with the present collegiate education of women, pointing out its characteristics, limitations, and possible modifications in the light of modern social, economic, and psychological knowledge.

The book is definite although not exhaustive. Its abundance of concrete matter is illustrative rather than comprehensive, and in places the exposition strikes the reader as inadequate. Anecdote frequently replaces argument, and one questions how far these pages of curricula will speak for themselves except to those already skilled in dealing with such material. Yet the writer's intention is evidently to outline a method of treatment rather than to make a

thorough investigation by means of that method. For this purpose the brevity and the concreteness of the book have their own value.

Miss Talbot's account of her experiment at the University of Chicago in making the "occupative interest" serve as the determining motive in the selection of a course of study by young women in the first and second years of college is especially timely and practical. Most of the colleges are now meditating upon the futility of the formal system of faculty advisers for students. New life must be breathed into its dry bones in order to make it in any way a genuine and determining influence. Many of us are coming to think with Miss Talbot that leading the student to reflection upon a career will go far toward making his or her choice of studies more rational, less puerile and accidental. Rightly understood, the encouragement of this "life-career motive," as President-emeritus Eliot recently called it, does not mean the lessening of the liberal and cultural value of a college course nor the introduction of a narrow "bread-and-butter" view of life. It is only the short-cuts to an increased earning capacity that do this. It means rather the psychologizing and socializing of the student's attitude toward his college opportunities. We are coming to see that education fits us, not for an abstraction called "life," but for very definite lives in specific places and with specific occupations, paid or not paid. We have hardly begun to use the "life-career motive" in its richest sense, much as we have heard of late of "vocational education." It is true, of course, that the status of women—social, economic, and political—is more ambiguous and shifting than that of men, and introduces special difficulties into the problem of their education. But the career of daughter at home or even of maiden aunt of leisure—if such ever be of leisure—has its opportunities and responsibilities as well as the careers of the head of a household or the worker in a profession.

As Miss Talbot points out, with the removal of industries from the home women have ceased in large measure to be producers in the home, but they have now the great function of directing how the products of other people's labor shall be consumed. And consumption, the modern economists tell us, is the great economic problem. Training of women for this function should include "a knowledge of fabrics and other materials, of methods of production, of laws governing different industrial processes, of standards of fitness in the article and of efficiency in the workman. It should also include such an appreciation of human needs as will help determine the conditions under which goods are produced and will demand workshops free from disease, prohibition of child-labor, reasonable hours and decent wages for the workman, and simplicity, beauty, and genuineness in every product." Furthermore, with the supplying by the city of many household needs "arises a new duty for women, that of intelligently and effectively co-operating with the other members of the community for the welfare of the individual households." The new "municipal housekeeping," with its plans for improved sanitation, education, recreation, demands for its success the carefully trained intelligence of both women and men.

Miss Talbot suggests certain changes in the curricula of our women's colleges in the direction of preparing for women's special services, domestic and civic. These and others will come in time, but personally I should like to

see first what may be done with the present curriculum as a tool in the hands of teachers alive to modern needs and opportunities and co-operating with students who have been led to do some such thinking about their future lives as is already done by most young people except the favored—or retarded—few who go to college.

A fitting supplement to Dean Talbot's book, although markedly different in plan and purpose, is the volume entitled *Vocations for the Trained Woman*, edited by Agnes F. Perkins of Wellesley College and published in June, 1910, by the Women's Educational and Industrial Union of Boston—an organization devoted to the vocational interests of women. Begun several years ago by the Research Department of the Union as an investigation of the kinds of work other than teaching open to the educated woman, the study has resolved itself into a series of articles on opportunities for women in various fields, contributed by experts, both men and women, in those fields. The preliminary and tentative character of the book is indicated by the words "Introductory Papers" on the title-page. A survey made in this way has both merits and defects. Its merits are concreteness, matter-of-factness, and almost total absence of the doctrinaire or the sentimental. Its defects are inevitable repetition and shifting of scale—too much about some kinds of work, too little about others equally important—and occasional evidence of the fact that the best workers are not always the persons who can write best about their work. But on the whole one is surprised by the solid and authoritative character of the book. It is really amazing to find that college women have already quietly established themselves in so many occupations outside of the traditional occupation of teaching.

The main fields dealt with under various subheads are those of social, civic, and economic service, scientific work, domestic science and arts, agriculture, business, clerical and secretarial work, literary work, art, and special forms of teaching. The conditions described are for the most part those obtaining in Boston and New York, the two large cities studied. Among the experts contributing are Dr. Richard C. Cabot, Dr. Susan Kingsbury, Dr. William H. Allen, Mr. Joseph Lee, and Mr. Robert A. Woods, in the fields of social and economic service; Miss Helen Kinne, of the Teachers College of Columbia University, and Miss Grace White, of the well-known "Sunshine Laundry" of Brookline, in the field of domestic science; President Kenyon Butterfield, of the Massachusetts Agricultural College, and Mrs. Charlotte Barrell Ware, proprietor of the Warelands Dairy near Boston, in the field of agriculture; Miss Sarah Louise Arnold, dean of Simmons College, in the field of clerical and secretarial work; Miss Florence Marshall, of the Boston Trade School for Girls, on vocational teaching; Dr. Walter E. Fernald, superintendent of the Massachusetts School for the Feeble-Minded at Waverly, on the teaching of mental defectives; and Miss Amy Morris Homans, of Wellesley College, on physical education. The paper on women in the civil service, by Dr. Marion Parris of Bryn Mawr College, and the group of articles on women in agriculture show to what an extent women have already entered these relatively new fields.

Each contributor was asked to discuss his topic under the general heads of nature of the work, qualifications and training necessary, opportunities, and compensation. The stress laid on adequate training for nearly all the occupa-

tions discussed is noteworthy. It also inspires confidence to find that not a few already in certain occupations state frankly that there is slight opportunity for newcomers, or, again, that a college education gives a beginner little or no advantage.

In any book by many hands—and in this case with a change of editors besides—it is easy to pick out defects in arrangement and emphasis. Certain occupations may be classified under any one of several heads; several are placed here where they do not seem to the reviewer most obviously to belong. The section on women in applied science is inadequate. A separate article might well have been included in this section on women as technical secretaries and assistants to scientific investigators. The articles on dressmaking and millinery discuss at what seems undue length fields in which outside of teaching there are at present no very real openings for college women. On the other hand, the field of interior decorating is treated far more generally and cursorily than it deserves in view of the success made in it by certain women, especially in connection with departments in large establishments. The business side of the profession is relegated to the background in favor of the art side. Under business, nothing is said explicitly of the new profession of financial secretary, a kind of work which women are performing with conspicuous success in some of the great "welfare" organizations, where a trained "publicity agent" is essential to the education of the public and to the collection of funds. Under special forms of teaching no very clear distinction is made between the mentally defective and the merely retarded or backward; and there are no articles on the teaching of the physically defective—the deaf and dumb, the blind, the crippled. There is no account of the teaching of manual training as distinguished from vocational training. In certain sections, notably the section on women in agriculture, the articles are too largely by authorities representing a single institution. But these and other criticisms are disarmed by the difficulties, limitations, and omissions acknowledged in the preface.

If we are to follow Dean Talbot's suggestion, and call the attention of young women early in their college course to various fields of service in modern life and to the most liberal and thorough ways of fitting themselves for such service, this book is the one above all to which at present we must direct them. It is an initial and important step in the right direction, but much more remains to be done. It is of interest to know that the Women's Educational and Industrial Union, which stands sponsor for the volume, has within the year established an appointment bureau for college graduates to aid them in finding vocational openings other than teaching and to inquire into the character and number of such openings. Several other inquiries have been set on foot, some only indirectly connected with the higher education of women, but all seeking to find out the facts and to suggest ways of approach to new opportunities. They form an important although not spectacular aspect of the "woman movement" of which we hear so much nowadays. In a broader sense they are a manifestation of the great "human movement" of today, to which only those who persistently look backward can be blind.

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